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ABSTRACT

This report defines 16 designated program competencies of the University of Houston's competency based teacher preparation program and then lists the indicators of each competency. The indicators are separated into three categories, which include (1) behavior of student teachers before or after class, (2) behavior of student teachers during class, and (3) behavior of students during class. The identification of indicators was deemed necessary to ensure that the teacher preparation program was competency based. (MK)

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Indicators of Competence for Secondary Student Teachers

at the
University of Houston
(Main Campus)

Draft for Field Test

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Introduction

In order to assure that Phase III of the University of Houston professional teacher preparation program was competency based, it was necessary to begin to identify possible indicators of competence for the sixteen designated program competencies. A series of meetings were held involving public school secondary student teaching supervisors, college supervisors of student teaching, university staff from curriculum and instruction and the arts and sciences, secondary supervisors, representatives of the Texas Education Agency, and student teachers.

Participants worked in small groups, each taking a given competency from the sixteen previously identified secondary competencies, and brainstormed possible observable behaviors which might indicate competence in that particular area. They generated as many as possible answers to the following questions regarding that particular competency: (1) What kinds of things might students do in class (active indices) which might indicate teacher competence in the area? (2) What kinds of things might the teacher do during class (active indices) that would indicate competence in the area? (3) What might the teacher do before and/or after class (pre-/post active indices) that might indicate competence in the area? All contributions were written down and accepted. Each of the sixteen competencies was brainstormed by at least three different groups of people.

Following the brainstorming session, groups worked to refine the behavior indicators by classifying them as active or pre-/post active, checking to be sure that both performance and consequence indicators were present, and beginning to write them in behavioral terms. Following the first all-day session, indicators were typed, and during a second all-day session additional indicators were identified. We are particularly grateful for the contributions of this group in the development process.

Special recognition goes to Dr. Milton Muse, Dr. Marvin Sterrett, Dr. William Yost, and Mr. Joe Colvin for their continuing efforts in developing this document.

A small group consisting of public school supervising teachers, college supervisors of student teaching, and college staff worked with the indicators in supervising student teachers during the 1975 spring semester. On receipt of feedback from those involved, individuals and groups revised the indicators and this author edited the resulting document.

Competencies with their indicators appear on the following pages so that you can see the type of document we are currently using. Please note that it is a working draft. As indicated previously, we have accepted all contributions to use as a base for preparing behavioral statements. We expect the final product to be open ended, behaviorally stated, cross referenced to previously completed modules, and referenced to additional materials for use by students and supervisors.

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Competency 1--Identifies learner's emotional, social, physical, and intellectual needs.

Draws upon knowledge of human growth and development, learning theories, social/cultural foundations, assessment techniques, curriculum goals, and content in order to gather information about the learner and to identify instructional needs.*

BEHAVIORS OF STUDENT TEACHER Before or After Class	During Class	BEHAVIORS OF STUDENTS During Class
1. Consults standardized tests (achievement, aptitude, mental abilities), interest surveys, and cumulative records.	1. Applies information from standardized tests, interest surveys, and cumulative records when needed.	1. Discuss strengths, weaknesses, interests with teacher.
2. Consults with counselors, diagnosticians, speech therapist, nurse, when situation calls for it (following approved school procedures).	2. Refers students to counselors, diagnosticians, etc., when situation calls for it.	2. Schedule conferences with counselors, diagnosticians, etc., when referred by teacher.
3. Designs sociometric techniques (sociograms inventories, checklists, questionnaires).	3. Uses sociometric techniques to identify and react to human relationships.	3. Furnish information about and discuss general wants, needs, and expectations.
4. Analyzes students' goals, needs, and expectations.	4. Arranges time for individual conferences to discuss individual goals, needs, and expectations and records data for future reference.	4. Cooperate with teacher and classmates in meeting identified needs, goals, and expectations.
5. Analyzes socio-economic and cultural community which school serves.	5. Applies and effectively uses data from the community which the school serves.	5. Cite community resources applicable to classroom activity.
6. Determines basic skills needed for achievement.	6. Measures students' mastery of basic skills for achievement in content area.	6. Complete activities prescribed for development of basic skills.
7. Considers students' visual and hearing problems.	7. Responds appropriately to students' non-verbal cues regarding visual and hearing needs.	7. Express their individual needs with regard to visual and hearing problems.
8. Provides classroom physical environment conducive to the learning situation (bulletin boards, display, interest centers, lighting, desk height, etc.)	8. Involves students in adjustment of physical environment.	8. Assist in planning, preparing, and implementing various changes in the physical environment (desk height, bulletin boards, lighting, interest centers, etc.).
9. Consults family when additional information is needed (following approved school procedures).		

*NOTE: These are the kinds of things that might denote competence in the area. The list is not comprehensive. Actions not consistent with these kinds of activities would be considered indication of lack of competence in the area.

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Competency 2--Identifies and/or specifies instructional goals and objectives which are based on learner's needs. Views the setting of instructional goals and objectives as a key element in instruction; reconciles curricular and educational goals with present level of learner's needs; analyzes instructional goals to identify knowledge, skills, and attitudes needed to achieve these goals; states objectives so that intent is clearly communicated to learner.*

BEHAVIORS OF STUDENT TEACHER Before or After Class	During Class	BEHAVIORS OF STUDENTS During Class
1. Specifies affective, cognitive, and psychomotor goals and objectives.	1. Provides opportunity for students to achieve affective, cognitive, and psychomotor goals and objectives.	1. Work toward affective, cognitive, and psychomotor goals and objectives.
2. Incorporates student-identified goals and objectives into the goal setting process.	2. Communicates general goals and objectives to students and indicates areas in which they may negotiate specifics.	2. Participate in identifying goals and objectives.
3. Adjusts curricular goals to the realities of students' needs.	3. Identifies students' needs in relation to curricular goals using various needs assessment procedures.	3. Participate in needs assessment procedures.
4. Incorporates results of diagnostic procedures in goal setting.	4. Administers diagnostic tests prior to setting goals and objectives.	4. Participate in diagnostic procedures.
5. Analyzes major objectives to identify and/or construct instructional objectives.	5. Points out relationship of instructional objectives to long range goals and objectives.	5. Discuss relationship of instructional objectives to long range goals and objectives.
6. Sequences objectives and sub-objectives to provide continuity of student development.	6. Pursues goals and objectives sequentially.	6. Achieve objectives sequentially.
7. Selects appropriate objectives in terms of student, school, and community.	7. Communicates objectives to students.	7. Communicate, when asked, objectives toward which they are working.
8. Writes instructional objectives in behavioral terms.		

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Competency 3--Designs instruction appropriate to goals and objectives. Develops a variety of strategies for promoting achievement of instructional goals and objectives which reflect the learner's needs and offer the learner alternative ways of achieving those goals and objectives.*

BEHAVIORS OF STUDENT TEACHER Before or After Class	During Class	BEHAVIORS OF STUDENTS During Class
1. Writes lesson plans in advance which communicate to the cooperating teacher and the college supervisor the following: goals, objectives, learning experiences, supporting media and materials, system for evaluation of student progress toward goals and objectives. (Check with college supervisor regarding schedule and instructions for submission.) Objectives must include content and process. Include an alternate plan.	(See Competency 4)	
2. Plans learning experiences which include variety of methods including: guided discovery or inquiry, role playing, simulation, games, lecture, concept development, demonstration, sccio-drama, discussion, skill development or reinforced practice.		
3. Plans learning experiences which include a variety of media.		
4. Plans to use a variety of instructional organizational modes (independent, small group, one-to-one peer, total class, and groups larger than class).		
5. Plans a variety of learning alternatives from which students may choose in meeting a specific objective.		
6. Adjusts demands of the curriculum to student needs.		
7. Plans learning experiences on the basis of diagnosis.		
8. Organizes classroom as a learning center.		
9. Plans opportunity for students to make some decisions about what, when, and how they will learn.		
10. Sequences activities logically and psychologically (i.e., uses facts as referents for concepts and generalizations).		

Competency 3--Continued

BEHAVIORS OF STUDENT TEACHER Before or After Class	During Class	BEHAVIORS OF STUDENTS During Class
11. Plans for students to work through the learning sequence at their own rate.		
12. Justifies planned learning experiences by relating to objectives and student need.		
13. Plans alternative settings in and out of the classroom.		
14. Writes both long range plans and daily lesson plans.		
15. Identifies at least two possible strategies for each lesson.		
16. Provides flexibility in lesson plans.		
17. Evaluates consistency of the lesson with the plan (Competency 4), and revises future plans as necessary.		
18. Plans for feedback. (Allows for disagreement, encourages questioning.)		

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Competency 4--Implements instruction that is consistent with plan. Demonstrates the ability to use a variety of strategies which have the potential to promote learner achievement of specified instructional goals and objectives.*

BEHAVIORS OF STUDENT TEACHER Before or After Class	During Class	BEHAVIORS OF STUDENTS During Class
(See Competency 3)	1. Instruction follows the previously written and approved plan.	1. Reaction/behavior is consistent with that anticipated in lesson plan.
	2. Uses a variety of methods including: (see Comp. 3:2)	2. Involved in a variety of activities (Comp. 3:2)
	3. Provide for student use of a variety of media.	3. Use a variety of media during learning experiences.
	4. Uses a variety of instructional modes. (See Comp. 3:4)	4. Organize themselves in various modes. (See Comp. 3:4)
	5. Communicates to students possible alternatives for reaching objectives.	5. Select learning alternatives.
	6. Meets individual students' curriculum needs.	6. Identify and work on material appropriate for them.
	7. Reviews individual progress of students toward objectives.	7. Communicate progress toward specific objectives when asked.
	8. Provides opportunity for students to work in learning centers.	8. Work in learning centers.
	9. Furnishes opportunity for students to make some decisions about what, when, and how they will learn.	9. Communicate what, when, and how they would like to learn.
	10. Presents material in a sequence that is logically and psychologically sound.	10. Follow sequence of lesson without asking questions indicating confusion regarding sequence.
	11. Provides opportunity for students to work through the learning sequence at their own rate.	11. Work toward objectives at their own rate.
	12. Helps students relate objectives to their own needs.	12. State objectives for learning experiences in which they are involved and relate to their own needs.

Competency 4--Continued

BEHAVIORS OF STUDENT TEACHER Before or After Class	During Class	BEHAVIORS OF STUDENTS During Class
(See Competency 3)	13. Provides for learning experiences both in and out of the classroom.	13. Work both in and out of the classroom.
	14. Communicates to students how specific learning activities relate to long range goals.	14. State long range goals toward which learning activities lead.
	15. Modifies planned strategies in response to students' verbal and non-verbal cues.	15. Indicate through verbal and non-verbal cues their understanding of lesson.
	16. Modifies short term objectives in response to student verbal and non-verbal cues, while adhering to specified long range goals.	16. Give teacher feedback regarding accomplishment of goals and objectives.
	17.	
	18. Solicits feedback from students. (Encourages questioning; allows for disagreement.)	18. Offer feedback on learning experiences; indicate preferences.

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Competency 5---Designs and implements evaluation procedures which focus on learner achievement and instructional effectiveness. Evaluates learner performance with reference to a variety of goals and objectives; reports learner achievement through grades, consultations, checklists, and/or other appropriate means; evaluates instructional effectiveness by comparing learner's achievement with objectives.*

BEHAVIORS OF STUDENT TEACHER Before or After Class	During Class	BEHAVIORS OF STUDENTS During Class
1. Discusses assessment alternatives.		
2. Justifies selection of assessment procedures in terms of measurement of progress toward specific objectives.	2. Communicates assessment procedures and rationale to students (measuring progress toward objectives).	2. Verbal and non-verbal responses indicate understanding and acceptance of assessment procedures.
3. Designs a system for measuring progress toward specific objectives (e.g., table of specifications).		
4. Constructs/selects a variety of appropriate test items.	4. Provides supportive environment for test taking.	4. Appear comfortable in test situation. (e.g. ask for needed clarification of directions; proceed to task).
5. Constructs/selects appropriate checklists, rating scales, etc.	5. Uses check lists, rating scales, etc.	
6. Integrates student self-assessment into assessment procedures.	6. Instructs students in procedures for self assessment.	6. Assess their own progress toward specific objectives.
7. Utilizes both formal and informal assessment procedures.	7. Collects both formal and informal assessment data.	
8. Utilizes peer assessment techniques.	8. Instructs students in peer assessment techniques.	8. Assess peers as directed.
9. Analyzes and interprets data on students progress toward objectives.		
10. Reports learner achievement by means of grades, conferences, check lists, rating scales, and/or other appropriate means.	10. Reports learner achievement by means of grades, conferences, check lists, rating scales, and/or other appropriate means.	
11. Plans both formative and summative assessment.	11. Utilizes both formative and summative assessment procedures.	

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Competency 6--Integrates into instruction the cultural environment of students. Incorporates materials, examples, illustrations, motivators, and reinforcers from learner's cultural environment so that learner is able to identify with content, processes, and intended outcomes of instruction.

BEHAVIORS OF STUDENT TEACHER Before or After Class	During Class	BEHAVIORS OF STUDENTS During Class
1. Identifies and selects appropriate materials reflecting various cultures, including those of students in the class.	1. Utilizes current magazines, texts, books, etc. which reflect various cultures, including those of students in the class.	1. Involve themselves with materials reflecting their own and others cultures.
2. Room itself reflects a multicultural approach to topic being studied.	2. Calls attention to displays in room which reflect multicultural approach to topic being studied.	2. Discuss particular items (bulletin boards, objects, etc.) in relation to topic being studied.
3. Points out positive characteristics (advantages) of each culture.	3. Utilizes positive characteristics of students' culture for instruction and reinforcement.	3. Respond positively to teacher.
4. Discusses cultural characteristics which influence choice of teaching strategies, such as those involving competition, helping one's peers or learning style.	4. Uses strategies appropriate to the cultural characteristics of the students, such as those involving competition, helping one's peers or learning style.	4. Appropriately involve themselves in prescribed activities and relate to each other positively in individual and group achievement activities.
5. Distinguishes between cultural traits and racial traits.		
6. Plans the use of values clarification techniques in responding to and working with students.	6. Uses values clarification techniques in responding to and working with students.	6. Involve themselves in values clarificatio activities and react positively to clarifying responses of teacher.
7. Ready to answer questions concerning own values and issues which arise. May discuss where he was at a particular point, any changes, and what brought them about.	7. Ready to answer questions concerning own values and issues which arise. Discusses where he was at a particular point, any changes, and what brought them about.	7. Ready to answer questions concerning own values and issues which arise. Discuss where they were at a particular point, any changes, and what brought them about.
8. Recognizes and accepts students who are culturally different (language, dress, values, behavior)	8. Recognizes and accepts students who are culturally different (language, dress, values, behavior)	

Competency 7--Demonstrates a repertoire of instructional models and teaching skills appropriate to specified objectives and to particular learners. Describes and demonstrates a variety of instructional models; uses appropriate models of instruction based upon the subject, objectives and needs of learners; uses teaching techniques appropriate to those instructional models.

BEHAVIORS OF STUDENT TEACHER		BEHAVIOR OF STUDENTS
Before or After Class	During Class	During Class
1. Discusses possible use of a number of instructional models* as a means for helping individuals and groups to meet stated objectives.	1. Strategies are consistent with chosen instructional model and appropriately meet the needs and objectives of students.	1. Verbal and non-verbal feedback indicate their needs are being met.
2. States student outcomes to be expected as a result of using the selected instructional model.	2. Communicates expected outcomes to students as appropriate.	2. Achieve expected outcomes.
3. Identifies instructional model being used in a specific situation.	3. Strategies are consistent with stated instructional model.	
4. When asked, gives rationale for the instructional model selected for use in a specific situation.	4. Uses a variety of teaching strategies consistent with the chosen instructional model to meet objectives and needs of students.	

*Instructional models here refers to those identified by Joyce and Weil in their book, Models of Teaching. While there are other models which may be identified by the teacher the following are examples:

Information Processing Family of Models

i) Goal of increasing Pupil Knowledge and Skills

Concept Attainment-Joyce and Weil/Bruner
Inductive-Taba
Inquiry Training-Suchman
Science Inquiry-Piaget
Advance Organizer-Ausubel

Behavior Modification Family of Models

ii) Goal of Changing Pupil Behaviors

Operant Conditioning-Skinner

Social Interaction Family of Models

iii) Goal of increasing social interaction among pupils

Social Inquiry-Massialas and Cox
Group Investigation-Thelen and Dewey
Jurisprudential-Oliver and Shaver
Laboratory Method-National Training Laboratory

Personal Sources Family of Models

iv) Goal of increasing the personal growth of pupils

Non-Directive Teaching-Rogers
Classroom Meeting-Glasser
Synectics-Gordon
Awareness Training-Schutz

Competency 8--Promotes effective patterns of communication. Recognizes the value of effective communication; communicates effectively verbally, non-verbally, and in writing; accepts and supports ideas of others; strives for more productive communication; and encourages interaction among all members of the group.*

BEHAVIORS OF STUDENT TEACHER Before or After Class	During Class	BEHAVIORS OF STUDENTS During Class
1. Plans for various patterns of communication within the classroom.	1. Provides for a variety of communication patterns during class.	1. Communicate effectively in more than one pattern.
2. Incorporates various media into lesson plans.	2. Uses and encourages students to use a variety of media to communicate ideas and feelings.	2. Use various media to communicate ideas and feelings.
3. Plans activities to improve communication skills of reading, writing, listening, and speaking.	3. Conducts activities designed to improve reading, writing, listening, and speaking skills.	3. Participate in activities to improve reading, writing, listening, and speaking skills.
4. Plans include small group activities designed to help students build trust, develop group skills, and work positively toward solution of problems.	4. Conducts planned small group activities designed to promote effective communication.	4. Work positively in small groups toward solution of problem or completion of task.
5. Discusses and plans for such non-verbal aspects of communications as life space, distance, touch, body movement, eye contact, silence, and their interrelationships.	5. Involves students in activities designed to increase their non-verbal communication skills.	5. Use effective non-verbal communication.
6. Demonstrates consistency in verbal and non-verbal communication.	6. Demonstrates consistency in verbal and non-verbal communication.	6. Demonstrate consistency in verbal and non-verbal communication.
7. Predicts type of interaction that will take place as a result of room arrangement or other planned activities.	7. Facilitates planned activities.	7. Interact as predicted.
8. Discusses appropriate balance between professional control and unbounded emotional expression. (When should one laugh, shout, or be stern and silent?)	8. Finds appropriate balance between professional control and unbounded emotional expression. (When should one laugh, shout, or be stern and silent?)	8. Find appropriate balance between control and unbounded emotional expression. (When should one laugh, shout, or be stern and silent?)

BEHAVIORS OF STUDENT TEACHER Before or After Class	During Class	BEHAVIORS OF STUDENTS During Class
9. States rationale for encouraging students to express themselves in their own dialect.	9. Accepts and encourages students to accept dialects representing different cultural groups.	9. Interact freely in own dialect with students who speak a different dialect.
10. Utilizes informal situations to communicate with students. (halls, cafeteria, etc.)	10. Interacts informally with students when appropriate.	10. Interact informally with teacher when appropriate.
11. Models appropriate communication skills such as legible handwriting, standard grammar, appropriate gestures, diction, and listening.	11. Models appropriate communication skills.	11. Follow a model or use own dialect as appropriate; respond to oral and written communication of teacher in a positive manner.
12. Uses clear and explicit language appropriate to the situation.	12. Uses clear and explicit language appropriate to the age and development of students.	12. Respond to oral and written communication of teacher in a positive manner.
13. Plans communication appropriate to various learning styles.	13. Provides both oral and written directions and activities to provide for various learning styles.	13. Proceed to task on receiving directions; select activities appropriate to preferred learning style.
14. Plans activities to involve all students in communication.	14. Moves about the room to promote effective communication.	14. Involve themselves in communication activities.
15. Plans for student talk.	15. Listens to students. (As evidenced by statements during class.)	15. Listen to each other; make statements indicating consideration of others opinions.
16. Designs activities to promote effective communication.	16. Offers positive reinforcement for effective communication.	16. Demonstrate effective communication.
17. Plans for involvement of all students in communications activities.	17. Solicits responses from all students (without putting them 'on the spot').	17. In small group situations solicit responses from all members.
18. Designs student/centered discussion activities.	18. Facilitates (not dominates) student discussion.	18. Make appropriate contributions at appropriate times.

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Competency 9--Uses resources appropriate to instructional objectives. Operates audio-visual equipment, makes instructional materials, identifies sources of instructional materials and uses instructional materials appropriate to objectives; organizes resources in the classroom and community for instructional purposes.*

BEHAVIORS OF STUDENT TEACHER		BEHAVIORS OF STUDENTS
Before or After Class	During Class	During Class
1. Examines and analyzes school district source list of instructional materials.	1. Incorporates a variety of instructional media into classroom instruction. (e.g., audio and video tapes, films, slides, transparencies, etc.)	1. Exhibit appropriate attending behaviors during media presentation.
2. Uses a variety of resources to (a) determine available community resources, (b) investigate personally those that appear appropriate, and (c) incorporates appropriate resources into lesson plans. (individuals, groups, agencies, business, industry, etc.)	2. Uses appropriate community resources for classroom instruction.	2. Make comments and ask questions related to both resources and objectives.
3. Includes in lesson plans appropriate specific resources to assist students in meeting specific objectives.	3. Communicates to students specific objectives for a learning experience involving resources.	3. When asked, state specific objectives for a specific experience.
4. Uses school approved procedures for scheduling equipment, resource persons, field trips, instructional materials.		
5. Previews instructional media prior to classroom use.	5. Uses instructional media (e.g. slides, transparencies, posters, audio and video tapes) in classroom instruction.	5. Volunteer post viewing/listening questions and comments that indicate interest and comprehension.
6. Checks out on operation of equipment prior to classroom use.	6. Successfully operates equipment, adjusts to unavoidable mechanical failures and distribution delays, instructs students in operation of equipment as appropriate.	6. Operate equipment when appropriate.
7. Makes necessary physical changes in room to insure successful use of instructional media and equipment, such as seating, blinds, placement of equipment, etc.	7. Involves students in making efficient, orderly physical changes in the room, such as seating, blinds, etc.	7. Involve themselves in making necessary physical changes in room.

Competency 9--Continued

BEHAVIORS OF STUDENT TEACHER Before or After Class	During Class	BEHAVIORS OF STUDENTS During Class
8. Prepares instructional materials such as transparencies, handouts, tapes, slides, posters to assist students in meeting specific objectives.	8. Successfully integrates teacher developed materials into classroom presentations leading to specific objectives.	8. Volunteer post-viewing/listening questions and comments that indicate interest and comprehension.
9. Prepares a variety of instruments (e.g. test, highly specific questionnaires) to evaluate resource materials with regard to instructional outcomes and student objectives.	9. Administers feedback instruments in supportive, non-threatening environment.	9. Furnish feedback on resource materials as requested.
10. Modifies resources on basis of feedback.		
11. Modifies use of resources on basis of feedback.		

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Competency 10-- Modifies instruction on the basis of learner's verbal and non-verbal feedback during instruction. Demonstrates a continuous awareness of learner's activity to make decisions regarding success of instructional processes on the basis of information thus obtained.

BEHAVIORS OF STUDENT TEACHER Before or After Class	During Class	BEHAVIORS OF STUDENTS During Class
1. Designs system to include indicators and targets for securing and recording verbal and non-verbal feedback.	1. Requests both formal and informal verbal feedback from students (oral and written) in accordance with planned system.	1. Continuously furnish both verbal and non-verbal feedback to teacher.
2. Submits upon request an example of recording system used for feedback.		
3. Writes plans which include alternatives or plans which can be adjusted on basis of verbal and/or non-verbal feedback.	3. Selects alternatives or adjusts lesson based on students' verbal and/or non-verbal feedback.	3. Give verbal and/or non-verbal feedback regarding extent of such things as interest and understanding.
4. Interprets to supervising teachers students' non-verbal feedback.	4. Responds appropriately to students' non-verbal feedback.	4. Make statements indicating they know their non-verbal behavior has communicated to teacher.
5. Analyzes verbal feedback of students for supervising teachers.	5. Responds appropriately to students' verbal feedback.	5. Give verbal feedback regarding such things as clarity of directions, ability to follow lesson, comprehension of oral and written materials.
6. Incorporates feedback into future plans.	6. Uses such statements as "As a result of your suggestions," "Since you indicated..."	6. Indicate through verbal or non-verbal responses recognition that their feedback has been incorporated into lesson.

Competency 11--Uses organizational and management skills to establish a maximally effective learning environment. Establishes and maintains a classroom climate which promotes individual achievement and personal growth; organizes and encourages productive group interaction; and establishes positive relationships with and among learners.*

BEHAVIORS OF STUDENT TEACHER Before or After Class	During Class	BEHAVIORS OF STUDENTS During Class
1. Designs a system which involves students in the establishment of ground rules for classroom behavior.	1. Directs joint effort of establishing ground rules for classroom behavior; uses problem solving group to improve classroom climate.	1. Participate in establishing, accepting, and following ground rules for classroom behavior; participate in group to solve specific problems.
2. Designs a system which involves students in identifying and managing routine tasks and in monitoring themselves for task completion.	2. Directs students in identifying and managing routine tasks and in monitoring themselves for task completion.	2. Identify and manage routine tasks and monitor themselves for task completion.
3. Varies plans for different groups.	3. Accepts each class as unique and utilizes group dynamics of each class.	3. Interact freely and openly as members of a group.
4. Depending on outcomes desired, groups according to interest, individual differences, or self selection.	4. Groups students according to interest, individual and/or self selection at various times.	4. Work in groups assigned by the teacher or form own groups for tasks when teacher so directs.
5. Plans activities to insure successful group interaction: such as to develop openness, trust, positive group leadership roles, process observation, brainstorming, concensus building.	5. Directs students in groups skills activities before assigning content oriented group activity.	5. Participate in group skills training; exhibit knowledge of such group skills as: (see Col. 1)
6. Discusses specific management situations or students in terms of recommended authorities such as Glasser, Ernst, Dreikurs.	6. Remains calm, objective and rational during classroom crisis situations.	6. Remain calm during crisis situations.
7. Plans for, or writes specific directions paying particular attention to sequencing and language.	7. Gives explicit directions; then solicits and responds appropriately to feedback.	7. Address themselves to task; request clarification or additional information as needed.
8. Plans for student involvement in design and preparation of bulletin boards, learning centers, and displays related to objectives and student interest.	8. Works with students to provide colorful bulletin boards and displays related to subject matter and student interest.	8. Involve themselves in planning and preparing colorful bulletin boards and displays related to subject matter and student interest.

Competency 11--Continued

BEHAVIORS OF STUDENT TEACHER Before or After Class	During Class	BEHAVIORS OF STUDENTS During Class
9. Sets up learning centers related to specific objectives.	9. Directs students to learning centers for a variety of independent and small group activities.	9. Work independently and in small groups at learning centers in a variety of activities.
10. Plans activities to teach skills in seeking positive solutions to problems and in dealing positively with others.	10. Leads group in seeking positive solutions to problems and in dealing positively with one another.	10. Approach problems and each other positively.

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Competency 12--Identifies and reacts with sensitivity to the needs and feelings of self and others. Demonstrates a concern for the needs of learners; recognizes that as a member of a learning group, the teacher has needs which must be met in a teaching-learning situation; and reacts to meet the needs of learners, self, co-workers, and parents.*

BEHAVIORS OF STUDENT TEACHER Before or After Class	During Class	BEHAVIORS OF STUDENTS During Class
1. Identifies ways that students cope with various situations and discusses how to meet their needs.	1. Reacts appropriately to students' coping behavior.	1. Express feelings to teacher and other students.
2. Determines when professional help may be needed and identifies appropriate resources.	2. Refers students as needed.	2. Follow through on teacher's referral.
3. Maintains appropriate teacher/student relationship (friends to but not with.)	3. Responds appropriately to student comments and behavior.	3. Respond appropriately to teacher comments and behavior, and to comments and behavior of fellow students.
4. Describes and gives rationale for advance planning for supportive social/emotional climate.	4. Makes supportive statements to students indicating acceptance.	4. Make supportive statements to teacher and other students.
5. Determines points in lesson at which maximum involvement can occur.	5. Appropriately involves self with students and students with other students.	5. Appropriately involve themselves with teacher and with other students.
6. Provides for individual and group recognition.	6. Provides positive reinforcement and supportive environment for individuals and groups.	6. Interact and express needs and feeling individually and in groups.
7. Identifies responses of students and self as evaluative, interpretive, probing, supportive, and/or understanding.	7. Identifies own and student responses as evaluative, interpretive, probing, supporting, and/or understanding.	7. Voluntarily make the following types of responses: evaluative, interpretive, probing, supporting, and/or understanding.
8. Initiates discussion of personal concerns, strengths, and weaknesses with university and public school supervisors.	8. Initiates discussion of own personal concerns regarding classroom activities.	8. Initiate discussion of their own personal concerns regarding classroom interaction.
9. Plans for developing thinking/feeling processes. (humanizing instruction)	9. Encourages students to state how they feel about topic and/or situations being discussed.	9. State how they feel about topic and/or situations being discussed.
10. Discusses rationale for and plans for use of values clarification strategies with students.	10. Uses value clarification strategies regularly during classroom activities.	10. Participate in values clarification activities.

Competency 12--Continued.

BEHAVIORS OF STUDENT TEACHER Before or After Class	During Class	BEHAVIORS OF STUDENTS During Class
11. Maintains consistent behavior in dealing with co-workers and parents.	11. Maintains consistent behavior.	11. Make statements indicating they know what to expect in various situations.
12. Listens to students, co-workers, and parents and provides feedback to indicate their feelings are of concern.	12. Listens to students and provides feedback to indicate their feelings are of concern.	12. Make statements indicating they believe others are concerned about their feelings.
13. Discusses such aspects of communication behavior as touch, life space, distance, body movement, eye contact, silence.	13. Verbal and non-verbal behavior are consistent and appropriate.	13. Respond positively to both verbal and non-verbal communications of teacher.
14. Designs system for learning names of students.	14. Calls students by name.	14. Verbal or non-verbal response indicates name is correctly pronounced.
	15. Deals honestly with students--makes such statements as "I don't know."	
	16. Uses adult-adult communication.	

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Competency 13--Exhibits openness and flexibility. Searches continually for ways to improve instructional effectiveness; listens critically to ideas of others, is open to suggestions, and bases decisions upon best available data.*

BEHAVIORS OF STUDENT TEACHER Before or After Class	During Class	BEHAVIORS OF STUDENTS During Class
1. Openly discusses such subjects as decisions, concerns, problems, needs with college and public school supervisors.	1. Openly discusses concerns and rationale for decisions.	1. Openly provide feedback regarding feelings toward decisions.
2. Analyzes teaching strategies to discover why learning did or did not occur.	2. Seeks student feedback regarding positive and negative factors which influenced learning.	2. Furnish information regarding factors they perceive influenced their learning.
3. Discusses rationale for decisions regarding effectiveness of instruction in terms of recognized authorities.		
4. Completes learning activities (reading, films, tapes, etc.) prescribed by college and public school supervising teachers.		
5. Seeks authoritative resources for assistance in improving effectiveness of instruction (such as readings, professors, master teachers).		
6. Asks peers or supervisors to observe for particular purposes and give feedback.		
7. Video and/or audio tapes classroom interaction and views/listens for purpose of improving effectiveness.		
8. Observes several teachers teaching toward the same objectives.		

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Competency 14--Works effectively as a member of a professional team. Works with others in order to achieve commonly shared goals; displays behaviors consistent with the goals and ethics of the teaching profession.*

BEHAVIORS OF STUDENT TEACHER		BEHAVIORS OF STUDENTS
Before or After Class	During Class	During Class
1. Attends and participates in meetings required of teachers by the public school.		
2. Attends and participates in meetings required by the university.		
3. Involves self in out-of-class activities of the school.		
4. Utilizes services of the school.		
5. Incorporates community resources in school activities.		
6. Shares ideas and resources.		
7. Plans with supervising teacher for meeting both short term and long range goals.		
8. Prepares and files required materials with college supervisor as directed and scheduled.		
9. Prepares and files materials/forms, etc. as directed and scheduled by the public school.		
10. Contributes positively as a team member.		
11. Behaves in a manner consistent with the goals and ethics of the teaching profession.		
12. Behaves in such a way as to communicate acceptance of other team members.		
13. Supports other team members.		

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Competency 15--Analyzes professional effectiveness and continually strives to increase that effectiveness. Uses a variety of observational and analytic procedures to study teaching effectiveness; examines the consequences of teaching by focusing on learner objectives and instructional outcomes.*

BEHAVIORS OF STUDENT TEACHER Before or After Class	During Class	BEHAVIORS OF STUDENTS During Class
1. Uses a variety of techniques to determine extent to which student objectives have been met.		
2. Selects, adapts, and/or designs and uses techniques for recording observational data in both cognitive and affective areas (and psychomotor when appropriate).		
3. Analyzes data to determine strong and weak points.		
4. Designs a system to capitalize on professional strengths and improve areas of weakness.		
5. Emphasizes consequence objectives.		
6. Reads and discusses research in teaching effectiveness.		
7. Records observation of classroom interaction using an appropriate procedure.		
8. Requests specific observational feedback from supervisors, students, and peers.		
9. Designs and conducts action research.		

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Competency 16--Demonstrates an adequate knowledge of the subject matter which he/she is preparing to teach.*

BEHAVIORS OF STUDENT TEACHER Before or After Class	During Class	BEHAVIORS OF STUDENTS During Class
1. Discusses inter-relationships of the subject.	1. Points out inter-relationships of the subject.	
2. Discusses applicability of subject matter to students' life and times.	2. Relates subject to the students' life and times (the here and now).	
3. Plans alternative opportunities for students to apply knowledge and skills of subject.	3. Provides opportunities for students to apply knowledge and skills of subject.	3. Use knowledge and skills of subject.
4. Discusses scope and sequence of subject area.	4. Presents subject matter in appropriate sequence.	
5. Selects content to accommodate students' interests, skills, abilities, knowledge.	5. Presents (or adjusts) content to accommodate students' interests, skills, abilities, knowledge.	
6. Cites specific sources of content material.	6. Refers students to specific resources and sources.	6. Consult sources specified and share with group.
7. Discusses and uses professional journals related to subject area.	7. Utilizes strategies and knowledge gained from journals.	
8. Locates school and community resources related to subject area and incorporate into plans.	8. Directs students to school and community resources.	8. Consult school and community resources and share with group.
9. Plans for creative approach to subject matter.	9. Presents subject matter creatively.	9. Approach subject creatively.
10. Describes commitment to approach for teaching subject area.	10. Consistent in approach to subject.	
11. Discusses subject area enthusiastically.	11. Presents subject area with enthusiasm.	11. Indicate interest in subject area through verbal and/or non-verbal behavior.
12. Discusses and plans for both cognitive and affective areas of subject. (psychomotor when appropriate).	12. Presents thinking/ feeling oriented lessons.	12. Express both thoughts and feelings.

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